

Ofsted Consultation

Background

Ofsted is consulting (until 5 December) on a new inspection framework which will include all settings on the Early Years Register, maintained schools and academies, non-association independent schools, and FE and skills providers. This will mean that the same judgements will apply to each of these remits in full inspections.

The proposals include an increased focus on the curriculum and pupils' personal development which is clearly of interest to SACRE.

There are also proposals about new short inspections as well as the inspection of independent schools. Ofsted describes these proposals as 'some of the most far-reaching reforms to education inspection in the last quarter of a century'.

Attached are the key questions from the consultation in the areas which SACRE may wish to consider.

SACRE is asked to consider its response to the consultation.

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What inspectors will consider when making judgements

Effectiveness of leadership and management

19. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating, where this is applicable, the extent to which leaders, managers and governors:

- demonstrate an ambitious vision, have high expectations for what all learners can achieve and attain high standards of care, quality and performance
- improve teaching and learning through rigorous performance management and appropriate professional development
- evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- provide a curriculum that has suitable breadth, depth and relevance so that it meets any relevant statutory requirements, as well as the needs and interests of children, learners, employers and the local community and nationally
- successfully plan and manage the curriculum, learning programmes and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education or training
- actively promote equality and diversity and fundamental British values, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- influence improvement in other local or national providers, and provision for children and families across their community and local economy, including by working directly with other providers and employers
- make sure that arrangements to protect children, young people and learners meet all statutory requirements and promote their welfare.

20. We will always report on whether or not arrangements for safeguarding children and learners are effective.

Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

The increased focus on the curriculum is welcome, but it is important that the curriculum goes beyond the prescribed national curriculum to include Religious Education as this is a key curriculum area which has a major part to play in promoting equality and diversity.

Quality of teaching, learning and assessment

21. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating, where this is applicable, the extent to which:

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- a positive ethos, sense of achievement and commitment to learning are evident across the whole learning environment
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- assessment information is gathered from looking at what children and learners already know, understand and can do, and is informed by their parents and previous providers as appropriate
- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support to reach their full potential
- except in the case of the very young, children and learners understand how to improve as a result of regular and accurate feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- reports to parents, carers and employers help them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve, and there is engagement with parents and carers about how they can support their child's learning
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- where relevant, English, mathematics and other skills necessary to function as an economically active member of today's British society are promoted through teaching and learning.

Do you agree or disagree with the proposed 'quality of teaching, learning and assessment' judgement (paragraph 21)?

Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**

5 Strongly disagree

6. Don't know

Issues

There is no direct mention of social, moral, spiritual and cultural development in this section but the way people teach and learn has a major impact on these aspects of the curriculum.

Personal development, behaviour and welfare

22. Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating, where this is applicable, the extent to which the provision is successfully promoting or supporting children and learners':

- prompt and regular attendance at sessions or work (for children and learners of school age and older)
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- personal, social, moral, cultural and spiritual development, including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today
- knowledge of how to keep themselves healthy, including through exercising and healthy eating
- self-confidence, self-assurance and knowledge of their potential to be a successful learner
- choices about the next stage of their education, employment, self-employment or training, where relevant, from independent careers advice and guidance
- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.

23. While the inspection criteria for this judgement will be consistent across maintained schools, academies, FE and skills providers, non-association independent schools and registered early years settings, it may be reported on under an age-specific heading (for example 'behaviour and welfare' for schools and 'personal development and welfare' for FE and skills) in order to ensure that it is well understood by the sector in question.

Do you agree or disagree with the proposed 'personal development, behaviour and welfare' judgement (paragraphs 22–23)?

Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement

1 Strongly agree

2. Agree

3. Neither agree nor disagree

- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

It is very good to see this clear focus on pupils' personal development including social, moral, cultural and spiritual development.

Outcomes for children and learners

24. Where appropriate, reports will include a short factual summary of key published performance data with a brief commentary from the inspector. Inspectors will take account of current standards and progress and make a relevant judgement on academic and other learning outcomes for children and learners by evaluating the extent to which:

- all children and learners progress well from their different starting points and achieve or exceed the expected age-related standards, and/or attain relevant qualifications so that they can progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs

Do you agree or disagree with the proposed 'outcomes for children and learners' judgement (paragraph 24)?

1 Strongly agree

2. Agree

3. Neither agree nor disagree

4. Disagree

5 Strongly disagree

6. Don't know

Issues

It is not clear how the key outcomes will be defined and it is important that inspection does not marginalise some aspects of achievement and areas of the curriculum by a narrow focus on core subjects.

Subjects, aspects or themes

27. The new common inspection framework will allow inspectors to gather evidence about a subject, aspect or theme. Evidence gathered in this way will help to evaluate how well a particular subject is being taught across the different remits or in different parts of the country or to evaluate the quality of an aspect of education or care that is not otherwise routinely considered. Findings may be reported on but no specific grade will be given. Any evidence gathered will be taken into account when arriving at inspection judgements, as relevant, in the overall report.

A graded judgement for the quality of the curriculum

In future, we propose to ensure a high level of scrutiny of the curriculum or range of courses offered by schools and other providers. This consultation proposes that, in doing so, we continue to report on the curriculum as part of the judgement on leadership and management. See paragraph 18 of the full consultation document for more detail.

In future, we propose to ensure a high level of scrutiny of the curriculum or range of courses offered by schools and other providers. In the framework proposed by this consultation document, this forms part of the judgement on effectiveness of leadership and management. We are interested in your views as to whether or not there should be a separate graded judgement for the quality of the curriculum on offer or whether it should continue to be reported on as part of the judgement on leadership and management.

Do you agree or disagree that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management?

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

This is a welcome change but training for inspectors on looking at RE is essential as each syllabus is locally determined.

Short Inspections

32. We propose that, from September 2015, schools that are already judged to be good will no longer be subject to a full inspection every three to five years. Instead, they will usually receive a short inspection once every three years unless their performance has dropped markedly. Alongside this, an annual summary dashboard of school performance data will be available on the Ofsted website.

33. The introduction of short inspections will make inspection more proportionate. Short inspections will free most schools from the burden of full inspection and allow us to focus its resources on the schools where performance is dipping.

34. There will be no change for schools judged as requires improvement or inadequate. They will be subject to the same frequency and type of monitoring and inspection as they are now.

Conduct of short inspections

37. The short inspections in **schools and academies** will be carried out usually by no more than two inspectors on site for one day and will focus on whether the quality of the provision is being sustained. Inspectors will consider:

- the performance of the school
- its leadership and management, including of the teaching, the curriculum and the ethos of the school.

38. Where no concerns arise about the performance of the school or its leadership and management, then a brief formal report for parents will be provided in letter format that sets out the main inspection findings.

39. If a significant concern arises that the school is no longer good, then Her Majesty's Inspectors may recommend that a full inspection of the school takes place. If concerns are urgent, the short inspection may be deemed a section 5 inspection and will either be extended in time or more inspectors will be sent to the school to carry out further inspection activity in order to arrive at judgements.

40. Where the indications are that the school may have improved to the point that inspectors believe the school would have a high likelihood of being judged outstanding under a full inspection, Her Majesty's Inspectors may also recommend that a full inspection is scheduled in due course.

Do you agree or disagree with the proposals for short inspections of good maintained schools and academies (paragraphs 32–34 and 37-40)?

Do you agree or disagree that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management?

- 1 Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5 Strongly disagree**
- 6. Don't know**

Issues

There is a concern that shorter inspections for good schools will not provide sufficient time or focus on curriculum issues and pupils' personal development.

